

**CALIFORNIA CHICANO-LATINO  
INTERSEGMENTAL CONVOCATION**

**President Robert C. Dynes  
Tuesday, February 8, 2005 – Burlingame**

[REMARKS AS PREPARED FOR DELIVERY]  
[NOT AN OFFICIAL TRANSCRIPT]

Thank you. Ed [Apodaca], I want thank you for moderating this panel, and I want to recognize your years of distinguished service to *both* the University of California and the California State University. It's great to have you back in California with us.

I also want to thank everyone in attendance here today for taking the time to make this convocation a success. I know that all of you, in different ways, are working very hard -- day in and day out, often without recognition -- to improve the lives of young people and to help provide a ladder for their success. That is very important work, and it is critical to the future of California.

I've already seen many familiar faces here today from around the UC system, and I know what a dedicated, committed group of people this is. So I want to take this opportunity to thank you for all of your efforts on behalf of the next generation of Californians.

California is defined by its people, and its future is defined by its people. And *this* community clearly represents an ever-increasing part of who we, as Californians, are. The biggest jump in the number of freshman applications we received at UC for fall 2005 was from Chicano and Latino students, and it was an almost 10 percent increase.

For all of the demographic and economic reasons that Ed alluded to in his opening, California increasingly is going to need leaders from the Latino community, and it is up to higher education to help prepare them. We have some good work underway, but we also have much more work left to do.

So I'm delighted to be here today to share my perspectives on the Master Plan and to respond to your questions. But more importantly, I want to hear your ideas for addressing issues of access and equity in higher education.

I'd like to begin sharing my views on the topic of equity and inclusion by, first, giving you a few quick "snapshots" that illustrate our situation at UC from various different perspectives. I think these snapshots speak to both the progress we've made and to the challenges still ahead of us.

First of all, we recently learned that at the University of California today, 57 percent of our freshmen report that they are either first generation U.S. citizens, or they have at least one parent who is a first generation U.S. citizen. That says something important about access and inclusion for first- and second-generation Americans.

Second, when you look across the major research universities in the United States, and look at the composition of their students by income, you find that the UC system stands out. Our campuses are at the top of the list when you look at the proportion of students who are from low-income backgrounds, as defined by being Pell Grant recipients.

UCLA, UC Berkeley, and UC San Diego rank first, second, and third among the nation's top 40 public and private research universities in their enrollment of Pell Grant recipients. So that says something important about access for economically disadvantaged students.

Getting in is important – so is getting out. The students who enroll at the University of California have great success rates, and gaps in success rates between different groups are closing: 92 percent of our freshmen continue on to a second year, and 89 percent of Chicano and Latino freshmen. 79 percent of entering freshmen graduate within 6 years, and the figure is between 71 and 74 percent for Chicano and Latino students. So that says something important about the ability of students who are admitted to the University of California to get through successfully.

But there is another snapshot, and it is this: While 12½ percent of the statewide graduating high school class each year is, by definition, eligible for UC, only 6.5 percent of Latino students in California are meeting the University's academic eligibility requirements. That is sobering and troubling, even though it is an increase over the 3.8 percent figure of 1996.

We clearly have many challenges, and a significant one is that we have a K-12 school system in California that is marked by many inequities in opportunity. It is not serving everyone well; it is not serving everyone equally well. But far from just pointing the finger, we in higher education need to be part of the solution.

Obviously, Proposition 209 establishes boundaries around what we can do to provide access, equity, and academic preparation. But we're working on some things at the University of California that I'm quite excited about, and I thought I would share just a few of them with you this morning.

First, at UC we are in the process of launching a new initiative this year to expand the training of high-quality math and science teachers for California schools. This will be in collaboration with the CSU system, and it will work to prepare more high-quality math and science teachers for California and give them incentives to stay in the profession. There are appalling inequities right now in the availability of fully credentialed teachers. Every student in every school should have access to high-quality math and science teachers, and that is a need we intend to help address, along with our partners.

A second initiative we're focusing on is the opening of UC Merced this fall. This is the first new UC campus in 40 years, it will help give us the capacity to continue meeting our obligations under the Master Plan, and it will finally bring the University directly to the students of the San Joaquin Valley. Nine thousand students have applied for the first year, and we are tremendously excited about being able to send out offers of admission this spring.

A third access initiative we have undertaken is something called Prime-LC, and I'm very excited about this. Prime-LC stands for Program in Medical Education for the Latino Community. This is an M.D. degree program, based at UC Irvine, that trains new doctors who will be experts and leaders in providing health services to the underserved in the Spanish-speaking community. The students are selected through a competitive admissions process. Race is not a factor, but applicants must show a prior record of service and commitment to underserved communities in general, and to the Latino community in particular.

Even though it is a graduate program, I think it is important to include Prime-LC in this discussion today, because part of the future of the Latino community depends on access at the graduate level. Access is not only access at the freshman level, as important as that is. The reality is that the bachelor's degree is no longer the terminal degree for many people and for many professions. And the "tidal wave" of undergraduates we have been seeing in recent years is now going to be asking for graduate education.

Now, everything I have been discussing relates to the Master Plan for Higher Education, which is the focus of this convocation. I would submit that the success of the Master Plan has always been dependent on the success of the K-12 system. And that leg of the structure has been substantially weakened in the years since the Master Plan was adopted.

So, in addition to the new initiatives I just outlined, we at the University of California are going to continue our work providing academic preparation programs in the K-12 schools. The Board of Regents just a couple of weeks ago adopted a resolution stating that academic preparation is fundamental to the University of California's mission.

In addition, I am on record as saying, and I will say here again today, that I am very concerned about the proposed withdrawal of \$17 million in state funding that was provided as part of last year's budget deal on academic preparation programs. I am going to be working with the Legislature and the governor this year to demonstrate the value and performance of these programs and to seek the restoration of that funding.

And, as you may know, we've committed \$12 million in internal UC funds to keep the core programs going.

Another point about the Master Plan: In addition to being challenged by a changing K-12 system, the Master Plan also has been threatened by underfunding. In 1970, about 7 cents of every state General Fund dollar went to the University of California. Today, it's 3½ cents. Over the last four years, our state-funded budget has fallen 15 percent, even as our enrollments have grown 19 percent. To look at an even longer period of time, in 1985 the state gave us about \$15,000 per student (in today's dollars) while today the figure is roughly \$9,000 per student.

To me, the Master Plan always has meant a promise of universal access to higher education, which is incredibly important; has meant a differentiation of function among the segments, which has allowed the state to spend its money efficiently and each segment to excel in its own mission; has laid out a principle of affordability, which has not prevented fee increases in bad budget times but at least has ensured that financial aid will go up when fees do; and has built in a transfer system with the community colleges, to ensure that every student has multiple pathways to a four-year degree.

To me, those are very valuable things to have, in both 1960 *and* in 2005. But I don't think the drafters of the Master Plan envisioned what has happened to the K-12 system and what has happened to the funding of higher education over the intervening years. So, I do not believe the Master Plan has failed. It's the execution – we as a state have failed to make the decisions necessary to fully carry out the promise of the Master Plan.

At UC, at a minimum, we need to continue our 4% plan; our academic preparation programs; our efforts to bring online AP courses and SAT prep

to students who don't have them; our math and science initiative; the Prime-LC program; the expansion of UC Merced; the Preuss School at UCSD; and the other efforts we've undertaken to promote access.

Let me close by addressing one other thing I was asked to comment on, and that is what Latino educators themselves can do to help provide access to college for the Latino community.

We *all* need to be working to help create a college-going culture in every California school and every California community. We need to focus on the academic preparation of our young people.

We've seen, in the Preuss School on the UCSD campus, what we can achieve when we work in these partnerships. Two-thirds of the students in this charter school are Latino, and every single student in the graduating class is going to college. That's a function of money, yes, but also of community engagement – a desire for every young person to go to college.

No one can do this work alone – we all must work in partnership with others to address the needs in a state as huge as California is. But it is a very important task for our state's future. We're going to continue at it, and I hope you'll stay the course as well. Thank you very much.